

# Morrison Community Unit School District 6

## Library Policies and Procedures Handbook

Modified 2021-2022  
Adopted 2018-2019

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## MCUSD 6 Vision Statement

Empowering every student to positively impact an ever-changing world.

## MCUSD 6 Mission Statement

Morrison Community School District #6 will provide challenging and engaging educational experiences to equip students with the critical skills that promote the intellectual, social, emotional, and physical growth needed to become highly successful and productive citizens.

## MCUSD 6 Library Mission Statement

The mission of the Morrison Community Unit District 6 libraries is to ensure that students are effective finders and users of ideas and information, have an appreciation for reading, and possess critical thinking skills. The libraries will work to create an environment conducive to this by providing equitable access to information, teaching information literacy skills, providing students with a wide range of appropriate materials, supporting the school curriculum and mission, and encouraging lifelong learning.

## **The Library Bill of Rights**

*The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:*

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

***Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.***

***Inclusion of "age" reaffirmed January 23, 1996.***

## Access to Resources and Services in the School Library Media Program

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery. (*See abstract below*).

**B.2.1.3 Access to Resources and Services in the School Library Media Program (Old Number 53.1.3). Adopted 1986, amended 1990, 2000, 2005, 2008, 2014. ALA Policy Manual Section B ALA Policy Manual Section B, Page 10-11.**

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Access to Resources and Services in the School Library  
An Interpretation of the *Library Bill of Rights*

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited: to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; July 2, 2008; and July 1, 2014.

## Access to Library Resources and Services for Minors

### ***B.2.1.4 Access to Library Resources and Services for Minors (Old Number 53.1.4) Adopted June 30, 1972; amended: AC 1981; AC 1991; AC 2004; AC 2008; AC2014; and AC2019. ALA Policy Manual Section B ALA Policy Manual Section B, P. 12.***

#### **Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights**

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library's failure to acquire materials on the grounds that minors may be able to access those materials diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, social media, online applications, games, technologies, programming, and other formats.<sup>1</sup> Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>2</sup> Libraries and their library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether or not content is constitutionally protected.

Article VII of the *Library Bill of Rights* states, "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use." This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.<sup>3</sup>

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services."<sup>4</sup> Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor's access to materials.<sup>5</sup>

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

<sup>1</sup> *Brown v. Entertainment Merchants Association, et al.* 564 U.S. 08-1448 (2011). <sup>2</sup> *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001). <sup>3</sup> "Privacy: An Interpretation of the *Library Bill of Rights*," adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019. <sup>4</sup> "Libraries: An American Value," adopted on February 3, 1999, by ALA Council. <sup>5</sup> "Rating Systems: An Interpretation of the *Library Bill of Rights*," adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

## **Purpose**

The purpose of this handbook is to provide a guide for the operation of the MCUSD 6 libraries that is accessible to and applies to all faculty, staff, and students in the district. General policies and procedures apply to all libraries in the district, while specific school policies and procedures apply to all who are utilizing the library at each particular school.

An electronic copy of this handbook is available on the district library website.

## **Goals**

- To provide equitable access to relevant resources and services which meet the information and recreational needs of the MCUSD 6 learning community.
- To provide opportunities for collaboration between the Library Media Specialist and classroom teachers to incorporate information literacy into instruction.
- To promote all types of literacy, including, but not limited to: media literacy, information literacy, digital literacy, and technology literacy.
- To procure available funding for library resources (through grants, donations, fundraising, etc...) and allocate that funding appropriately based on the needs of the MCUSD 6 learning community.
- To promote the library to students, faculty, staff, parents, and community.
- To promote reading in all its forms as well as the MCUSD 6 learning community's freedom and right to read and have access to a variety of reading material.

## **Objectives**

The following objectives have been selected to work toward the overall goals of the library:

- Students will demonstrate the ability to locate information and materials in the library using common library practices such as the Dewey Decimal System and the online catalog.
- Students will demonstrate the ability to effectively use online resources such as the EBSCO database as well as other information literacy skills.
- Students will effectively use resources when conducting research and choose materials that best meet their research needs.
- Students will read for recreation.

The above objectives will be achieved through lessons developed to address specific information skills as well as collaborative lessons designed with teachers to integrate curriculum standards and information literacy skills. The media specialist will collaborate with teachers on student research lessons.

## **Librarian/Library Aide Responsibilities:**

The librarian and/or library aide(s) have an essential role in the education of MCUSD 6 students and the school setting as a whole. The responsibilities of the librarian, and/or library aide(s) include:

- Creating an open-door library climate that fosters respect, imagination, knowledge, and information-seeking behavior.
- Developing a mission statement, as well as long and short-term goals for the libraries in the district using input from administration, faculty, and students. These should be revisited each year for assessment and modification.
- Developing a scheduling policy for each library in the district that allows for open, flexible access for all students and teachers in that particular building, in order to ensure that all students and teachers can access the library for class-related research, individual investigation, independent reading, and personal inquiry.
- Providing students and faculty with orientation and instruction on the use of their particular library's materials and equipment.
- Collaborating with teachers to plan and implement instructional units/projects/assignments that emphasize the importance of information literacy, foster information literacy skills, and utilize the library's resources in the best possible way.
- Communicating and collaborating with the technology department to assist in the implementation of school's technology initiatives and maintain the technological equipment and internet access in their particular building (aides) and throughout the district (librarian).
- Communicating regularly with administration, teachers, students, parents, and community members with regards to library news, resources, programs in various formats, and trends for school libraries.
- Keeping up-to-date with important school library information, including, but not limited to: educational standards for both content areas and libraries, educational technologies and their benefits for student learning, book reviews, new book releases, award-winning books, and trends in reading and education in general.
- Sustaining and increasing knowledge and skills by continuing to develop professionally through workshops, webinars, and other professional development opportunities.
- Updating and maintaining the following pieces of library infrastructure, electronically and physically (if applicable): the school library webpage, the library's collection management system, any and all databases utilized by the library (including EBSCO), any equipment or electronic upkeep necessary for RAILS, and any and all WorldCat services used (Interlibrary Loan).
- Providing access to a balanced, current collection of print, non-print, and digital resources, including technology, that meet the educational needs of a diverse population of students and teachers, and keeping this collection clean, organized, and circulating as smoothly as possible.
- Encouraging and fostering independent reading by knowing students current reading interests, providing guidance in the selection of appropriate materials, and being an enthusiastic reading role model.

## **Library Hours of Operation**

### *Northside Elementary Library*

During regular school operation\*, the library at Northside School is open from 8:30-2:00 every school day.\*\* Student check out is available throughout the day at specific times scheduled by the classroom teacher and the librarian. Faculty and staff may check out materials in person or by notifying the librarian via email or phone.

\*See Appendix C for Global Pandemic and/or Other Long-Term School/Library Closure Addendum.

\*\*The librarian may take sick or personal days. The library will be closed on these days.

### *Southside Elementary Library*

During regular school operation\*, the library at Southside School is open from 8:00-3:00 every school day.\*\* Student check out is available throughout the day, usually at specific, whole-class times scheduled by the classroom teacher and the librarian. Faculty and staff may check out materials in person or by notifying the librarian via email or phone.

\*See Appendix C for Global Pandemic and/or Other Long-Term School/Library Closure Addendum.

\*\*The librarian may take sick or personal days. The library will be closed on these days.

### *Morrison Junior High School Library*

During regular school operation\*, the library at MJHS is open on a modified daily schedule.\*\* This schedule changes daily, depending on the library needs in the district and the librarian's daily schedule. Staff may check out materials using the LibraryWorld teacher account, or by notifying the librarian via email or phone. Teachers may also schedule whole-class time in the library for checkout or research projects by contacting the librarian directly.

\*See Appendix C for Global Pandemic and/or Other Long-Term School/Library Closure Addendum.

\*\*The Library Media Specialist may take sick or personal days. The library will be closed on these days.

### *Morrison High School Library*

During regular school operation\*, the library at MHS is open on a modified daily schedule.\*\* This schedule changes daily, depending on the library needs in the district and the librarian's daily schedule. When the librarian is not present, students may still check out materials using the self-checkout computer. Staff may check out materials the same way, or by notifying the librarian via email or phone. Teachers may also schedule whole-class time in the library for checkout or research projects by contacting the librarian directly.

\*See Appendix C for Global Pandemic and/or Other Long-Term School/Library Closure Addendum.

\*\*The Library Media Specialist may take sick or personal days. The library will be closed on these days.

## **Scheduling**

During regular school operation, teachers who would like to use the library with their classes can contact the librarian by email or phone to set up and/or schedule times and dates. At Northside library, a schedule is created at the beginning of the school year that outlines all class days and times for library use.

## **Student Conduct**

Students who are using the library with their class must follow all class expectations while in the library. All school expectations must also be followed in the library at all times. Each school library also has its own specific expectations, which are posted inside or outside the library.

### *Northside School Library*

The library's specific expectations for both checkout and story time are made clear by the librarian at the beginning of the school year. These expectations must be followed at all times while students are in the library. If the expectations are not followed, students will be subject to consequences including, but not limited to: returning to class, losing library privileges, serving a lunch detention with the librarian, cleaning up the library, or office referral.

### *Southside School Library*

The library's specific expectations for library time are made clear by the librarian at the beginning of the school year. These expectations must be followed at all times while students are in the library. If the expectations are not followed, students will be subject to consequences including, but not limited to: returning to class, losing library privileges, serving a lunch detention with the librarian/library media specialist or an office referral.

### *Morrison Junior High School Library*

The library's specific expectations are made clear by the librarian when students visit the library for the first time during the school year. The expectations are also posted in the library. The expectations of the junior high library are as follows:

- Be responsible. Return books on time and in the same condition in which you borrowed them, treat furniture, displays, and other items with respect and care, and hold yourself accountable for your actions.
- Clean up after yourself. Put all books back in their proper place.
- Be prepared and follow instructions.
- No food or drinks in the library, including gum.

These rules must be followed at all times while students are in the library. If the expectations are not followed, students will be subject to consequences including, but not limited to: returning to class, losing library privileges, serving a detention before school, after school, or during lunch either with the librarian or with the office.

### *Morrison High School Library*

The library's specific expectations are made clear by the librarian when the students visit the library for the first time during the school year. The expectations are also posted in the library. The expectations of the high school library are as follows:

- Be a responsible human.
- Treat books, other people, and yourself kindly.
- Clean up after yourself. This includes putting all books and materials back in their proper place.
- No food or drinks in the bookshelf areas.
- If you need help, ask.

- The library is not a place to skip class. Any student using the library must be with a class and a teacher or must have a pass from their current class teacher.

These expectations must be followed at all times while students are in the library. If the expectations are not followed, students will be subject to consequences including, but not limited to: returning to class, losing library privileges, serving a detention before school, after school, or during either with the librarian or with the office.

### **Emergency Procedures**

If students are in the library when a fire drill, severe weather drill, emergency evacuation drill, or lockdown drill occurs, students should remain in the library with their teacher and/or the librarian and follow the instructions located in each specific library for the specific situation.

### **Management System and Website**

Library materials for all school libraries are cataloged and circulated using the web-based automation system LibraryWorld. The collections on the LibraryWorld system can be accessed by going to the website <https://opac.libraryworld.com/> and entering the name of the library with the catalog one is looking for. There is no password to access the library catalogs. The library usernames are as follows (usernames are case sensitive):

Northside: Morrison Northside Elementary  
Southside: Morrison Southside Elementary  
MJHS: Morrison Junior High  
MHS: Morrison High School

The MCUSD 6 Libraries website can be accessed via the [www.morrisonsschools.org](http://www.morrisonsschools.org) homepage. Via the library homepage, there is a separate webpage for each school library with information pertinent to that library.

### **Student Checkout\***

#### *Northside School Library*

Students may check out **one** book per library visit. Usually, this book is due back in **three days to one week** from the date of checkout, as students have weekly scheduled library visits. Students may not check out another book until their previous book is returned.

#### *Southside School Library*

Students may have up to **two** books checked out at one time. Books are due back in **two to three weeks** from the date of checkout, as students schedule library visits with their classes regularly. If students have the maximum amount of materials checked out, they may not check out another book until one or both of their books are returned.

#### *Morrison Junior High School Library*

Students may have up to **four** books checked out at one time. Books are due back **four weeks** from the date of checkout. If students have the maximum amount of materials checked out, they may not check out another

book until one or multiple of their books are returned. Please note that students may only check out a book when a librarian is present, or if their teacher checks it out to them following the instructions left by the librarian.

### *Morrison High School Library*

Students may have up to **five** books or other materials checked out at one time. Books and materials are due back **four weeks** from the date of checkout. If students have the maximum amount of materials checked out, they may not check out another book until one or multiple of their books are returned. Please note that if a librarian is not present at check out, students may use the self-checkout computer, located on the circulation desk with instructions for use. Teachers may also check out books to students using instructions left by the librarian.

### *For All Libraries*

Renewals may be requested and are granted at the librarian's discretion. Special permission for extra material checkout may be granted by the librarian for assignments or for specific circumstances.

\*See Appendix C for Global Pandemic and/or Other Long-Term School/Library Closure Addendum

### **Staff Checkout**

Faculty may check out unlimited numbers of materials for as long as needed. All materials must be checked out through the librarian if taken out of the library media center. Items should be returned after use. Please note that items may be requested to be returned if needed by someone else.

### **Reference Materials**

Reference materials (at any library) are to be used by students only while in the library media center. Students may not check out reference materials. Faculty may check out reference materials for use in the classroom when necessary.

### **Periodicals**

#### *Morrison Junior High School Library*

Periodicals may not be checked out. They are for use in the library only and must be returned before leaving the library. Periodicals are shelved behind the circulation desk and must be requested. Faculty may check out periodicals for as long as necessary.

#### *Morrison High School Library*

Periodicals may not be checked out. They are for use in the library only and must be returned before leaving the library. The most recent issues of periodicals are displayed. Back issues must be requested from behind the circulation desk.

### *For All Libraries*

Newspapers may only be used by students and faculty while in the library. Only the most recent issues of newspapers are displayed. Back issues must be requested at the circulation desk.

### **Audio Visual Materials/Technology**

#### *Northside School Library and Southside School Library*

Students are not allowed to check out audio visual materials or technological devices.

#### *Morrison Junior High School Library*

Students are not allowed to check out audio visual materials. Faculty may check out audio visual materials for as long as necessary.

#### *Morrison High School Library*

Students are allowed to check out audio visual materials at the discretion of the librarian. Faculty may check out audio visual materials for as long as necessary.

### **Interlibrary Loan**

If books are needed for an assignment or personal reading that the library does not have, they may be ordered through OCLC WorldCat InterLibrary Loan. In order to order a book through Interlibrary Loan, students must fill out the Interlibrary Loan Request form, which can be found on the library website or in hard copy in the high school library. All information on the form must be filled out, and students must sign the form acknowledging that they agree to the policies of using Interlibrary Loan. Ordering books for students through Interlibrary Loan is at the librarian's discretion. Student Interlibrary Loan requests may be denied at any time for reasons including, but not limited to: the book is not available in the state of Illinois, all copies of the book available for loan are from institutions that charge for loans, a total of three requests for the book have all gone unfilled from the requested institutions, or, based on the individual student's history with library materials, they are deemed not responsible enough to borrow from an outside institution.

### **Overdue Materials**

Overdue notices will be delivered either via email (MJHS & MHS) or in person (Northside & Southside) from either the librarian or the student's teacher. There are no fines for overdue books, as long as the book is returned within the current school year. Overdue lists may be sent to teachers in order to encourage the prompt return of materials.

#### *Morrison Junior High School and Morrison High School Libraries*

Overdue notices will be e-mailed out through the LibraryWorld system once a week, usually on Mondays. If there are special circumstances regarding specific materials, the librarian may email or contact the patron directly. Any students who have materials that have been overdue for a month or more will be put on a Library

Loss of Privilege List. Students on this list will not be allowed to check out any more materials until the overdue materials are returned. This list will be shared with teachers. Any materials that have been overdue for 1 ½ months or longer will be marked in the LibraryWorld system as lost and the student will be charged for its replacement.

### **Lost or Damaged Materials**

All books and materials checked out are the responsibility of the patron. For any book that is lost or damaged beyond repair, the patron will be responsible for the replacement cost of the book. Replacement costs for materials will be as follows:

**Books**--replacement cost of book will be determined by the librarian based on the original price of the book and its current age depletion. Replacement cost will not exceed \$30.00 per book.

**Magazines**--replacement cost of magazines will be \$3.00 per magazine

**Audio Visual Materials**--replacement cost of video, dvd, or cd will be determined by the librarian and will be based on current prices of the dvd or cd.

These charges apply to both students and faculty. Any fees incurred for lost or damaged materials must be paid by the end of the school year. If a lost book is found undamaged at a later date, the replacement cost will be refunded. A list of students who have incurred fees will be given to the school office near the end of every school year. Students will be responsible for paying these fees before receiving their report card and/or being promoted or graduating.

### **Material Selection Policy**

The needs of the MCUSD 6 libraries are based on knowledge of the curriculum and of the existing collection. These needs are given first consideration in the selection of materials. The librarian has primary responsibility for selecting materials, building, and maintaining the collection. Selection is based on consultation between the librarian and the classroom teachers, the administration, and the student body. Requests for purchases are always welcome.

The librarian's primary objective in developing a selection policy is to assist in the implementation, enrichment, and support of the educational program of the school system by selecting and providing:

- Educational materials in all formats (print, non-print, electronic) at all reading levels, with diverse appeal, which reflect a variety of viewpoints.
- Educational materials that are relevant to today's society.
- Educational materials that satisfy the curricular needs as well as the individual recreational and research needs of the students, faculty, and staff.

## General Selection Criteria

The following criteria are used as a guide when selecting the best resources for the library media center:

- Library materials should support the curriculum and educational goals of the school district and the school in which they are located.
- Library materials should be evaluated as to their aesthetic, literary and social value, suitability, relevance to the curriculum, lasting importance, significance to a field of knowledge, and timeliness.
- Library materials should reflect sensitivity to the achievements, needs, and rights of all genders, ethnic groups, and cultures.
- Library materials with topics including political theories and ideologies, religion, public issues, and other controversial topics should be selected with the goal of maintaining a balance representing various opinions.
- Library materials should be judged as a whole, considering the author's/producer's intent rather than focusing solely upon individual works, phrases, pictures, or incidents taken out of context.
- Library materials should appeal to library patrons and have received favorable recommendations by education professionals.

## Specific Selection Criteria

Materials are further selected through an analysis of:

- **Authority**--refers to the qualifications and credibility of the persons accountable for the creation of the material.
- **Scope**--refers to the overall purpose and coverage of the material.
- **Format and Technical Quality**--refers to the physical character and creation standards evident in the work.
- **Authenticity**--refers to the validity, reliability, and completeness of the material as well as the degree of bias or objectivity presented; accuracy and timeliness are important considerations here, also.
- **Treatment and Arrangement**--refers to the clarity, logical development, and flow of the content.
- **Aesthetics**--refers to the materials appeal to the imagination, senses, and intellect so that the user's discernment and sense of artistic appreciation will be developed.
- **Price**--refers to the value of contemplated selections relative to existing budget limitations and other priorities.
- **Suitability**--refers to the appropriateness of the material to the prevailing maturity level of the students who will be utilizing the resource and its application to the school district's educational objectives and curriculum.
- **Special Features**--refers to any distinctive or unique characteristics of one material that may be absent from others on the same subject.

## Selection Procedures

The Library Media Specialist will consult respected review sources as guides for selection, such as: *Booklist*, *The School Library Journal*, *Horn Book*, etc..., as well as professional development presentations, bibliographies from curricular texts, professional education journals, and school librarian blogs. Also consulted will be all awards lists for the current year. Recommendations from staff, students, and parents will be welcomed and considered for purchase with the same criteria used for the rest of the collection. Faculty are especially encouraged to take an active role in library media center purchases. The faculty is asked to submit

requests to the librarian for materials based on genres, topics, or concepts that they need to support their instructional program. All Caudill, Newberry Medal, and Caldecott books will be considered for purchase for each appropriate school. At the high school, all Lincoln Award books will be considered for purchase. Book donations are appreciated and will be accepted if they meet selection policy standards. Otherwise, they will be disposed of appropriately. Worn or missing items are replaced periodically. (\*Please see Appendix A for Challenged Materials Policy)

### **Collection Renewal (Weeding)**

The libraries' collections will be continually evaluated in accordance with curriculum changes, new material formats, interests and users, and changing instructional methods. Weeding is essential to maintain a relevant, up-to-date, and attractive collection.

Materials will be removed from the collection when items:

- Are no longer needed to support the curriculum or student or faculty interests.
- Are superseded by more current information
- Are in poor physical condition
- Contain obsolete subject matter
- Contain inaccurate information
- Have low circulation statistics

Appropriate measures will be taken for release and disposal of weeded materials.

### **Book Fairs**

There is generally one book fair held at three of the four district schools each year. The dates and times for these book fairs are determined by the librarian and others who will staff the book fair. All profits will always benefit the students at the specific school.

### **Maintenance and Repair of Materials**

Materials will be repaired when possible, and are repaired by the librarian. If materials are damaged beyond repair, they will be replaced and recycled or discarded at the discretion of the librarian.

### **Inventory**

An inventory of the libraries' materials will be done on a 4-year rotating schedule, with one school library being inventoried per year, usually at the end of the school year.\*

\*Please note that the inventory schedule is subject to change based on library need or special circumstances.

## **Appendix A--Review of Challenged Materials**

Any employee of MCUSD 6, parent/guardian of an enrolled student, or community member may formally or informally challenge instructional, curricular, or library materials on the basis of appropriateness.

### **Procedure**

#### **1. Informal Reconsideration**

The administration, the classroom teacher, and/or the librarian shall explain to the complainant the school's/library's material selection procedure, criteria, and qualifications of those persons selecting the material(s). The administration, the classroom teacher, and/or the Library Media Specialist shall explain the particular place the questioned material occupies in the curriculum or library collection, its intended educational merit, and any additional information regarding its use.

#### **2. Formal Reconsideration**

If the complainant wishes to file a formal challenge, the complainant must personally obtain a copy of the school's Request for Reconsideration of Instructional or Library Materials Form (see Appendix B), which is kept in both the school library and the main office. The form shall be fully completed and filed with the building principal with a copy to the librarian. The material in question will not be pulled from the instructional program and/or library during the reconsideration time.

#### **3. Guidelines for the Reconsideration Committee**

- A. The librarian will alert the building principal, who will alert the District Superintendent and the Board of Education as soon as possible. A Reconsideration Committee will be formed within fourteen working days of receiving the formal complaint. The Reconsideration Committee, appointed by the District Superintendent, will include a librarian, two classroom teachers, a parent, a district-level administrator, and a student (with signed parental permission).
- B. At the first organized meeting, the committee members will receive a copy of the completed Request for Reconsideration of Instructional or Library Materials Form, along with a copy of the challenged material for review.
- C. Within thirty working days of the initial meeting, the Reconsideration Committee will convene and prepare a written recommendation to the District Superintendent for the disposition of the complaint.
- D. The District Superintendent will notify the Board of Education, in writing, of the committee's decision, with a copy to the librarian and the building principal.
- E. The Board of Education will vote to accept or reject the decision of the Reconsideration Committee and will notify the complainant in writing of the Board's decision, which is final.

# Appendix B--Request for Reconsideration of Instructional or Library Materials Form

MCUSD 6 Request for Reconsideration of Instructional or Library Materials

\*Please note that this form must be filled out in its entirety for the material to be reconsidered.

Request Initiated By (Name): \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

Do you represent self? \_\_\_\_\_ Organization? \_\_\_\_\_

School Name: \_\_\_\_\_

Please check type of material:

( ) Book      ( ) Textbook      ( ) Magazine      ( ) Newspaper      ( ) Video      ( ) Other

Title: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

1. What brought this resource to your attention? \_\_\_\_\_  
\_\_\_\_\_

2. To what in the material do you object? (Please be specific, cite pages, etc...) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result of a student reading or viewing this material? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. For what age group would you recommend this work? \_\_\_\_\_  
\_\_\_\_\_

5. What do you believe is the theme or purpose of this work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Did you read/view the entire work? \_\_\_\_\_

7. What would you prefer the school do about this material?

\_\_\_\_\_ Do not assign or recommend it to my student.

\_\_\_\_\_ Withdraw it from use by all students.

\_\_\_\_\_ Reevaluate it.

8. What work of equal value, subject, and format, would you recommend to replace the material you question?  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this completed form to the school's main office.

## **Appendix C--Global Pandemic and/or Other Long-Term School/Library Closure Addendum**

In the event of a global pandemic, like the COVID-19 pandemic of 2020, or any other event requiring/causing a long-term school closure or enhanced sanitation procedures, school library procedures and policies for areas including but not limited to circulation, scheduling, and library hours of operation may change at a moment's notice. What the policies and procedures change to will be at the discretion and recommendation of the librarian, the school administration, and any outside entities (including but not limited to health departments, ISBE, etc...) that advise on procedures for handling such events.